



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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**2015 Annual Report
Final Submission
03/31/2015**

Shasta College
P.O. Box 496006
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General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Meridith Randall
3.	Phone number of person preparing report:	530-242-7524
4.	E-mail of person preparing report:	mrandall@shastacollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.shastacollege.edu/Academic%20Affairs/Catalogs/2014-15%20Catalog/Chapter%201%20-%202014-15%20President%20-%202008-15-14.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	www.shastacollege.edu (homepage)
6.	Total unduplicated headcount enrollment:	Fall 2014: 8,397 Fall 2013: 8,598 Fall 2012: 8,670
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	8,068
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	762
9.	Number of courses offered via distance education:	Fall 2014: 157 Fall 2013: 152 Fall 2012: 143
	Number of programs which	

10.	may be completed via distance education:	27
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 4,225 Fall 2013: 4,660 Fall 2012: 4,514
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2014 semester:	70.4%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>600</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>100</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	600	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	100
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	600									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	100									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,016									
16b.	Number of students who received a degree in the 2013-2014 academic year:	670									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	346									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	700									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	621									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									

18b.	If yes, please identify them:	ESL, Transition for Students with Disabilities
19a.	Number of career-technical education (CTE) certificates and degrees:	72
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	72
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	72

20. 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Associate Degree Nursing	51.38	national	80 %	87.8 %
Nurse Aide	51.39	state	80 %	100 %
Licensed Vocational Nurse	51.39	state	80 %	85 %
Dental Hygiene	51.06	state	80 %	100 %

21. 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Agriculture	01.00	75 %	62.5 %
Business and Management	52.01	75 %	71.77 %
Information Technology	11.10	75 %	64 %
Engineering and Industrial Technologies	15.00	75 %	67.7 %
Health	51.00	75 %	90 %
Public and Protective Services	43.01	75 %	84.35 %
Family and Consumer Sciences	19.02	75 %	78.7 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
None		

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

Institution-set standards are discussed each year at College Council, the representative planning body at the college that advises the Superintendent/President. In the past year, this group has discussed the CTE job placement rates, how we measure them and also how we try to increase the rates. One outcome has been a closer examination of our CTE programs, resulting in the elimination of some that did not lead to substantial employment rates or to employment with a livable wage. We have also discussed the institution-set standard of 70% for successful class completion -- in particular, we are examining whether the overall rate is too

low and also whether 70% is unrealistically high for certain subject areas (like math). For now, the decision has been to leave the standard at 70%, which the college does meet. As we move forward with our plan to have a more holistic examination of program reviews, we intend to build the institution-set standards into program evaluations.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	741
	b.	Number of college courses with ongoing assessment of learning outcomes	583
		Auto-calculated field: percentage of total:	78.7
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	136
	b.	Number of college programs with ongoing assessment of learning outcomes	136
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	19
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	19
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	in process	
28.	Number of courses identified as part of the general education (GE) program:	191	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	45%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	82	
32.	Number of Institutional Student Learning Outcomes defined:	7	
	Percentage of college instructional programs and student and learning support activities which have Institutional		

33.	Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>As we reported in the 2014 Annual Report, we assessed all 7 of our ISLOs in Spring 2014 using local instruments developed by the SLO Committee. After reviewing the results, we posted them on our research website and informed the college community that they were available (the website is also accessible to the public). This year, the faculty formed Faculty Inquiry Groups (or FIGs) to examine both the results and instruments further to see how to improve them. Groups have met about both the Critical Thinking and Quantitative Reasoning results. At present, we are without a research director, but anticipate filling the position this summer and moving forward with further ISLO assessment and use of results.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>As described in previous Annual Reports, each course in a program has at least one SLO mapped to a PLO, and each PLO is mapped to an ISLO. The intent is that each course and program also supports an Institutional Student Learning Outcome. This mapping exists in TracDat, and all faculty have access to it for reference. We have not made substantial progress in regularly reviewing alignments or reviewing alignment when planning curriculum and instruction. Because we feel that we have stalled in this process, we have requested a Partnership Resource Team from the state Chancellor's Office to assist us in moving forward with our SLO assessment efforts and the use of results for improvement. We expect to have the first visit from that team in May 2015.</p>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>As reported previously, each semester, each course must be assessed for at least one SLO; the results are recorded in TracDat and used for conversations among discipline faculty throughout the year, most often when preparing Program Reviews and Annual Area Plans in the fall. SLO assessment results have become increasingly important in determining resource allocations since connection to SLO achievement is one criterion when prioritizing resource requests. While we have not yet posted them, program learning outcome results are compiled annually in a summary document and will be used next year when the "program vitality" committee is formed. We anticipate that this committee will use the data to make determinations about overall program health. On another front, SLOs have been a guiding principle in determining whether to approve high school courses for dual enrollment credit. College faculty must assess high school courses to determine if the outcomes for the course are congruent to courses offered at the college. If so, and if other criteria are met, high school students can receive college credit upon passing the course.</p>	
	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and</p>	

38.	<p>institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>As noted last year, the college has moved to an academic calendar which includes more flex time for faculty professional development. This time is generally unscheduled and left to individual faculty to work on their own professional needs; however, 12 hours are expected to be spent per year on SLO assessment, conversation about results, plans for improvement, and evaluation of any changes. Many faculty take advantage of this time to have conversations and plan improvements. The college currently perceives a need to assist faculty in structuring these conversations for better effectiveness and to direct them toward improvement rather than a continuing cycle of assessment without closure. The assistance team scheduled for May 2015 will be asked to help re-think the current dialogue. As mentioned above, assessment results are included in planning and resource allocation processes.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>A few examples for the most recent report on overall PLO achievement include: A recognition by the agriculture department that students struggle on certain PLOs due to low math skills, leading to a conversation about supporting students in acquiring those skills; deficiencies in customer service skills for a sales certificate, pointing to a needs to integrate more instruction in that area into the program; the music department identified a need to stress harmonic writing and practice in class in order to improve SLO results; and the foundational skills program continues to recognize issues in students' self-efficacy results (foundational skills uses the self-efficacy ISLO results to measure its own program).</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education) Other Change
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Programs offered more than 50% online Addition of BA degree in 2016

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	None
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Tehama Campus, Trinity Campus and Intermountain Campus -- generally, through ITV (synchronous video transmission). There is also an off-campus Health Science building about 5 miles from the main campus where health programs are offered.
43.	List all of the institutions instructional sites out of state and outside the United States:	None

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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